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COMMUNITY COLLEGE STUDY



ISSUED BY THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, NORTH CAROLINA

1
Publication No. 285

COMMUNITY COLLEGE STUDY



PREPARED AS A PART OF THE
SURVEY OF PUBLIC EDUCATION

Allan S. Hurlburt, Director

Issued by the
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, NORTH CAROLINA



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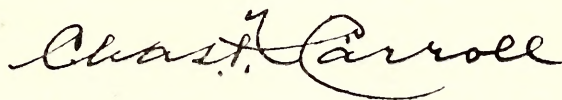
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FOREWORD

This study on community colleges was authorized by the State Board of Education. It is an outgrowth of an emerging public interest in an extension of educational opportunities for the youth and adults of North Carolina. It is also further evidence of the vision residing in the educational leadership of our State. Basically, this is a forecast of another educational service which our State must assume in fulfilling its Constitutional pledge to the people—"Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." The community college is another "means of education" which would contribute to "good government and the happiness of mankind."

North Carolina's progress in education can be attributed to its alertness in recognizing the needs of its people and in planning with its people for those services which will permit and encourage a richer and fuller life. This study should stimulate thinking and give direction to leaders who are seeking guidance in their educational planning.

In releasing this publication, it is our hope that citizens of our State will become more sensitive to the possibilities of a community college. The community college may well be the next step in the expanding structure of our public school system. It would represent an extension of opportunity and would be another evidence of the faith of our people in the power of education.

A handwritten signature in cursive script, reading "Chas. F. Carroll". The signature is written in dark ink and is positioned above the printed name of the State Superintendent of Public Instruction.

State Superintendent of Public Instruction

September 22, 1952.

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PREFACE

In September of 1950 the State Superintendent of Public Instruction instructed the director of the North Carolina Survey of Public Education to make a study of the need in North Carolina for State supported community colleges and to project a basic plan for the development of community college services and facilities in the State. The director was further instructed to recommend standards and criteria for community colleges and to propose basic principles for legislation necessary to implement such a program.

A State-wide committee representing the legislature, State supported senior colleges, public, private and denominational junior colleges, the State Department of Public Instruction, industry, and the public schools was appointed by the State Superintendent of Public Instruction to work with the survey director on the Community College Study. Sub-committees were appointed to study specific areas, such as philosophy, curriculum, finance, and organization. Subsequent sub-committee reports were approved or modified by the committee of the whole.

The committee selected the area within a twenty-five mile radius of Goldsboro for intensive study. A staff of interviewers working with the survey director interviewed representative citizens of Johnston, Lenoir, Wayne and Wilson Counties and the included cities to determine local interest in, and to appraise need for a community college in that area.

The committee employed as consultant a recognized authority in the community college field, Dr. L. O. Todd, President, East Central Junior College, Decatur, Mississippi. Dr. Todd assisted the committee in its deliberations and in the preparation of the final report to the State Board of Education.

The field work and preparation of the final report of the Community College Committee have been completed under the direction of the Bureau of Educational Research and Service, School of Education, University of North Carolina at Chapel Hill, North Carolina.

Approximately one and one half years have been devoted to the Community College Study. The committee believes that its implementation will move the State of North Carolina forward a significant step in the educational service of its people.

ALLAN S. HURLBURT, *Director*

North Carolina Survey of Public Education

TABLE OF CONTENTS

CHAPTER	PAGE
Members of Community College Committee	
Preface	
I. Some Characteristics of Community Colleges	
II. North Carolina's Need for Publicly Supported Community Colleges	10
III. Criteria to be Applied in Determining the Location of Community College Centers	10
IV. Physical Facilities of a Community College	10
V. Organization and Finance Plan	2
VI. Standards for Community Colleges	2
VII. Implementation	3
VIII. A Study of the Goldsboro Area	3
Appendix	4
Table I—Table Showing Estimates of High School and College Age Population Based on Live Birth Records; High School and College Enrollment, and High School Graduates	1
Map I—Population Disbursement	4
Map II—Cities—15,000 Population or More	4
Map III—Institutions of Higher Learning	4
Map IV—Four-Year Average White High School Graduates	4
Map V—Four-Year Average Negro High School Graduates	4
Map VI—Goldsboro and Vicinity	5

CHAPTER I

Some Characteristics Of Community Colleges

The term "community college" is a comparative newcomer to the terminology used in describing educational institutions. While its exact origin is unknown, its popularity of use in educational literature received great impetus from the "Report of the President's Commission on Higher Education" published in 1947.¹

The term "community" college is preferred by many to the term "junior" college because its emphasizes the fact the institution is devoted to serving the *total* educational needs of the community in which it is located. Many of the older junior colleges have concerned themselves with only one aspect of community-need—provision for the first two years of a four year college program. The following quotation from the "Progress Report" of the Committee to Study Post-High School Vocational Education² emphasizes three trends worthy of note:

"There is something in a name, and community college seems to imply the great variety of services needed by the 13th and 14th year group. One state director recommended that this institution be labeled People's College. There are some colleges now in operation by that name; however, at the present time, as indicated by the most recent survey recommendations, the title Community College is leading the way.

"Another trend that is detected in the letters from directors is that tuition charges are being reduced to a much lower minimum or eliminated entirely where possible. There was evidence presented that tuition charges affected adversely enrollments. One technical institute located in a large city was closed down last year because of lack of students, and it was believed that a high tuition rate caused the decline, which finally resulted in closing the institution.

"Another trend gathered from the reports is that most of the new institutions will be under supervision and control of State Departments of Education. Examinations of eighteen recent surveys revealed that all but three recommended that these new colleges to serve the 13th and 14th year group be sponsored by State Departments and with state aid."

The community college under consideration in this report has a number of definite characteristics that will be discussed briefly:

1. **Low Cost to Pupils.** The community college is in reality an upward extension of the public school system and should thus be tuition free. The states of California and Mississippi have for many years had tuition free colleges. This is the ideal for North Carolina. We recommend that in no case should the tuition represent a significant charge—one that would be a barrier to college attendance—nor be in excess of fifty dollars per student per year.

2. **Location.** The community college should be located within commuting distance of the students. Many studies available prove that no factor influences college attendance more than the availability of a tuition-free college near to the homes of the students. Indeed, the single greatest factor influencing college attendance is the financial ability of the student or his parents. Subsistence costs and tuition charges have proved to be an almost impassable barrier to college education for many young people.

1 Report of the President's Commission on Higher Education, "Higher Education for American Democracy," Washington: U. S. Government Printing Office, 1947, Vol. I, p. 41.

2 Committee to Study Post-High School Vocational Education, "Progress Report," Association of State Directors of Vocational Education, Miami, Florida Meeting 1950.

In 1900 in the United States 4 per cent of the population 18 through 21 years of age were enrolled in colleges, and 11 per cent of the youth 14 through 17 were in high school. By 1940 the percentage in college had risen to 16; the percentage in high school to 73. Spectacular as has been the increase in college enrollment, it has a long way to go to match the secondary school increase. The Report of the President's Commission on Higher Education asserts that "at least 49 per cent of our population has the mental ability to complete 14 years of schooling with a curriculum of general and vocational studies that should lead to gainful employment or further study at a more advanced level."³

A community college, tuition free, located near the homes of prospective students should greatly increase the total number of students who would continue schooling beyond high school.

The New York State Temporary Commission on the Need for a State University reports that of the high school graduates in the highest fourth in achievement only 41 per cent of those from homes with an income of \$2,500.00-\$4,999.00 went to college; 76 per cent of those from homes with an income of more than \$9,000.00 went to college. Among the graduates in the lower half in achievement of New York's high school graduates, 44 per cent of the students from the wealthier homes attended college, whereas only 13 per cent from the lower income group attended.

A study of 12,000 high school graduates who continued their education under various conditions revealed that 19.7 per cent of graduates attended college when there was no junior college in the community; 31.8 per cent when there was a tuition-charging junior college in the community; and 53.5 per cent when there was a tuition free junior college in the community.⁴

The influence of proximity will be shown from one other study. In a given year freshmen enrolling in the colleges of a state were asked to give the primary reasons for enrolling in a particular institution. "Nearness to home" was given as the primary reason by more students than any other regardless of the school attended. Fifty-seven per cent of those attending a junior college and 41 per cent of those attending the state university (Minnesota) also listed this reason first.⁵

The late Superintendent Clyde A. Erwin stated the problem thus: "Studies reveal that as many superior high school students do not attend college as do attend. There are various reasons why these students do not choose to attend college, but one very compelling one is economic, or lack of money."

The community college has gained its greatest popularity from a realization of the truth of Dr. Erwin's statement. The kind of community college we are describing herein would put college attendance within the reach of many more North Carolina youth.

3. Curriculum Offerings. The purpose of the community college is to offer educational services to the entire community, and this requires of it a variety of functions and programs. It will provide education for youth of the community, and it will serve as an active center for adult education.

The offerings of the college should include cultural, academic citizenship and

³ Report of the President's Commission on Higher Education, "Higher Education for American Democracy," Washington: U. S. Government Printing Office, 1947. Vol. 1, p. 41.

⁴ Griffith, Coleman R., "The Junior College in Illinois," Champaign: University of Illinois Press, 1945, p. 7.

⁵ Eckert, Ruth E., (Ed.), "The Junior College in Minnesota," Report No. 6, Minneapolis: Office of Educational Research, University of Minnesota, August 1946.

vocational training and should provide curricula and services of the following types:

- a. A two year academic program that will fit students for further college work or professional training.
- b. General education program for all who enroll.
- c. Terminal courses for vocational, vocational-technical, and semi-professional training on the pre-employment level for both youth and adults. The latter might be seeking re-education for one of many reasons. This program would be slanted toward entrance into employment immediately after leaving the college. Curricula in this program might be two years in length, or they might be of the short course type.
- d. In-service training to help people already employed to improve themselves in their jobs or to lead to advancement.
- e. Leisure-time education and services, especially for adults.
- f. Educational opportunity for school "drop-outs" to help them overcome their educational deficiencies.

4. **Local Initiative, Responsibility and Control.** Community colleges have developed only in localities where there has been local interest that has caused the people to take the initiative in establishing and in supporting them. Local control is essential to the maintenance of local interest and the shaping of the curriculum to local needs.

5. **State Responsibility.** Experience gathered from other states dictates that the State assume a great measure of responsibility. It should offer leadership, enough supervision to guarantee a program of quality, and it should assume approximately half the cost. This point of view leads the Community College Committee to recommend that there be established a State system of community colleges set up in conformity to criteria discussed hereafter.

CHAPTER II

North Carolina's Need For Publicly Supported Community Colleges

The Present Situation

There are now in operation in North Carolina fifty-nine institutions of higher education. Thirty-four are senior colleges, twenty-one are private junior colleges, and four are public junior colleges. For the year 1950-51, there was a total enrollment in the colleges of 40,070. This was only 14 per cent of the total number of the college age group (18-21 inclusive) living in the State during that year. During the same year, there were enrolled in the public high schools of the State 189,922 pupils. This was 61 per cent of the high school age group (14-17 inclusive) living in the State at that time. At the close of the school year 1950-51, 30,812 high school pupils finished the twelfth grade and were graduated. From those who were graduated, thirty of each hundred entered college. This number was eight less than the national average.

Estimated Future School and College Enrollment

In Table I estimates of the high school and college age populations and enrollment data for high school, colleges and number of high school graduates are shown. For the first five years, actual figures for enrollment and graduates

TABLE I

TABLE SHOWING ESTIMATES OF HIGH SCHOOL AND COLLEGE AGE POPULATIONS
BASED ON LIVE BIRTH RECORDS; HIGH SCHOOL AND COLLEGE ENROLLMENT
AND HIGH SCHOOL GRADUATES⁶

	Live Birth Record By Years ⁷	School Years	High School Age Group 14-17 Inclusive	College Age Group 18-21 Inclusive	High School Enroll- ment	High School Graduates	College Enroll- ment
1929	77,161	46-47	303,777	306,453	158,996	26,512	42,903
1930	76,772	47-48	306,698	306,368	164,432	26,025	46,598
1931	74,799	48-49	310,636	304,268	170,151	23,277	46,039
1932	77,902	49-50	308,923	305,109	181,941	30,485	44,837
1933	75,422	50-51	312,566	303,377	189,922	30,812	40,070
1934	79,704	51-52	312,795	306,298	190,804	32,436	42,881
1935	78,753	52-53	313,174	310,236	191,036	32,476	43,433
1936	76,182	53-54	317,430	308,523	193,632	32,917	43,193
1937	79,080	54-55	322,923	312,166	196,983	33,487	43,703
1938	79,934	55-56	332,803	312,395	199,681	33,945	43,735
1939	79,133	56-57	348,166	312,774	212,381	36,104	43,788
1940	80,455	57-58	358,309	317,030	218,568	37,156	44,384
1941	84,595	58-59	361,104	322,523	220,273	37,446	45,153
1942	89,854	59-60	371,886	332,403	226,850	38,564	46,536
1943	94,568	60-61	390,122	347,776	234,063	39,790	48,688
1944	90,629	61-62	408,848	357,909	249,397	42,397	50,107
1945	87,401	62-63	429,335	360,704	261,894	44,521	51,132
1946	100,679	63-64	433,597	371,486	264,494	44,963	52,008
1947	112,877	64-65	435,324	389,722	265,547	45,142	54,568

⁶ Population estimates are based on live birth data with mortality allowance. Enrollment data are actual figures for the first five years. For remaining years, enrollment data were obtained by using the percentages reflected in actual data.

⁷ From figures obtained from the North Carolina State Board of Health.

are given. For the remaining years the estimated enrollment for high schools and colleges and high school graduates is based on the percentage reflected in the actual situation for the first five years. Because of the influence of depression years, the change from an eleven to a twelve-grade public school program, and World War II, no reliable trend could be charted to indicate any accelerated rate of college or high school enrollment.

Public school and college officials believe that improved facilities and enriched programs attract and hold an increased percentage of the high school and college age groups in school. However, since there was little evidence with which to measure any of these factors, the data in the table reflect only the increases in enrollment resulting from increases in the population age groups.

More Education and Training for Youth Needed

Study of the present situation reveals that too many North Carolina youth are educationally underdeveloped and too many of the college age group are denied the advantages of education or training beyond the high school level. Officials of the United States Office of Education have predicted that for every thirty-eight of the one hundred high school graduates who enter college there are thirty-eight more who have the ability and desire to enter college or some other form of training, and would do so if the barrier of ability to pay was removed. If this statement is true for the nation, it is only reasonable to believe it is true for North Carolina, and some action should be taken to provide the type of facilities which would make it possible to double the number of North Carolina youth who could profit from advanced training.

Community colleges are needed to overcome the economic barriers faced by too large a percentage of our youth. The high tuition charge, cost of clothes, living expenses, and transportation have prevented many deserving boys and girls from attending college or taking other types of advanced training. The cost of these items is now so great that the old saying, "Any boy or girl can get an education if he or she has the determination to succeed," is simply not true today. Too large a percentage of North Carolina boys and girls are reared in low-income families to permit their paying these high costs for education without abnormal sacrifice.

The tragedy of the economic barrier to post-high school education lies in the fact that there is little relationship between the ability to benefit from a college education and the ability to pay for it. Of children with equal ability, those whose parents are in occupations with high incomes have the greater probability of attending college.

Allowing the opportunity for higher education to depend so largely on the economic status of the individual not only deprives thousands of deserving young people of the chance in life to which they are entitled, but deprives the State of a vast amount of potential leadership, technical skill, and social competence which is sorely needed.

This situation presents a definite need which can be satisfied by providing publicly supported community colleges within commuting range of all of our ablest youth. For the group which will transfer after two years and continue in senior colleges, the entire cost of establishing and maintaining community college education could well be justified.

When one considers the importance of the high level of education and skill necessary for participants in all types of endeavor in this highly technological age we are experiencing, it is difficult to understand why the leaders of this State did not long ago make expanded facilities available to a larger percentage

of our youth for advanced education and training. Nothing now can be done about the tremendous loss to the State by the limitations in the past. However, these limitations must not be permitted to exist in the future.

Increased Demands upon Senior Colleges

The capacity of the senior colleges will be reached in a few years without the increased enrollment expected by transfer from the community colleges. If the great variety of needs of the older youth and adults are to be met adequately, the senior colleges will need to expand their facilities coincidentally with the establishment of the community colleges. The history of similar institutions in other states shows that a large percentage of the young people who start their college training in a community college will continue their training in senior institutions. This will result in a much larger senior college enrollment.

The increased enrollment in the senior college by the transfers from community colleges will make it possible for the senior colleges more nearly to meet the ever-increasing need for engineers, doctors, dentists, architects, lawyers, educational administrators, teachers, and professional leaders for all occupational groups.

The senior college should not undertake the type of program that is planned for the community college. These higher educational institutions should be preserved to provide the upper division work of high academic quality and expanded programs of research.

Need For Vocational-Technical Training

A most urgent need which can be fulfilled by the establishment of community colleges is the provision of pre-employment training for beginning workers, upgrading employed workers, and re-educating workers in agriculture, homemaking, industry, or business.

Occupational trends indicating the need for higher level education for vocations are well stated by the Educational Policies Commission.⁸

"Our vision should not be too much limited, either as to time or scope, in developing education for occupational efficiency. For more than a century economic production has increasingly involved intelligence, science, power, and technology, while ignorance and mere muscular force have been on the decline. This is true whether agriculture, manufacturing, or the professions are considered."

The extent of training needs is indicated by a statement taken from "Vocational Technical Training for Industrial Occupations,"⁹ an Office of Education publication.

"A Survey of 117 industrial plants, believed to be typical of those included in twenty-two leading industries, revealed a definite need for pre-employment vocational training in 79.5 per cent of queries, and a definite need for supplementary training by 82.9 per cent of those interviewed."

If this statement is true for the nation as a whole, there is reason to believe it is also true for North Carolina.

Critical Needs for Training

The automobile dealers in Charlotte have surveyed their situation and are

⁸ Educational Policies Commission, "Education and Economic Well-Being in American Democracy," Washington, D. C.: National Education Association, 1940, p. 76.

⁹ United States Office of Education, "Vocational-Technical Training for Industrial Occupations," Washington, D. C.: Federal Security Agency, pp. 19, 20.

pleading for help in the training of skilled workers. If this situation exists in Charlotte, it is only natural to assume that it is equally true in other parts of the State. The trucking industry operating from Charlotte and Gastonia is second largest in size in the United States and represents a tremendous demand for highly skilled workers.

The leaders of the printing industry are on record as urgently needing schools for printers. One or two well equipped regional schools for printers should be provided in connection with selected community colleges.

The demand for practical nurses is already great and is increasing because of the large number of county hospitals being established. Officials of the State Office of Nurse Examiners have estimated a need for four hundred nurses to be trained annually in the next five years. This is a feasible type of program to be operated cooperatively by community colleges and local hospitals. This is a tried and proved procedure. The Durham City Schools, working cooperatively with the local hospitals during the last three years, have graduated several groups of nurses with each person having received one year of organized training. Nearly one hundred per cent were employed immediately upon completion of their courses. Since this is a post-high school type of training, it would fit logically into the community college program. The medical profession should welcome this approach to fulfilling such a vital need.

The State leaders of the electrical trades have expressed a great deal of interest in the development of regional schools for training needed skilled workers. There is a recognized need for training radio and television technicians and service men. With television beginning to spread to all sections of the State, some way needs to be provided to train persons who can handle the installation and servicing of this expensive equipment.

According to a survey made a few years ago by officials of the United States Office of Education,¹⁰ there is a need for five or six junior or engineering assistants for every graduate engineer. These junior engineers need only one or two years of training after high school; therefore, this need could easily be provided by the community college.

Farms are rapidly becoming mechanized. Eighty-five per cent of the farms in this State are provided with electricity which makes possible the use of all types of electrically powered equipment. These developments create a need for courses in farm machinery and appliance maintenance and repair. These courses are needed by both adults and youth.

The vocational-technical courses should be so flexible that adaptations can be made to train special workers for any need, whether it be for business, distribution, industry, homemaking, or agriculture.

These Schools Will Strengthen Apprenticeship

Community colleges will have a wholesome effect on apprenticeship programs. The laboratories provided by these institutions would be used for the teaching of the related technical information necessary to apprenticeship. Some indentured apprentices may elect to complete a full course in a mechanical pursuit by attending classes during their leisure hours. Some persons may elect to complete one or two years of training before beginning their apprenticeship, and by this means enter employment with some advanced standing.

The community college or regional school has many advantages for offering highly specialized types of courses. They will be located within easy access to

¹⁰ *Ibid.*, p. 21.

employers. Those who apply for the courses will be in the employable age group and for the most part will enroll because they want a specific curriculum or course. Most students will have completed high school and will be better prepared to profit from advanced instruction.

At the present time there are very limited facilities for providing post-high school vocational-technical training. There is fairly adequate provision for training stenographers and cosmetologists.

The following vocational-technical schools are now being operated in North Carolina:

- 44 Private business colleges
- 26 Schools of cosmetology
- 5 Barber colleges
- 1 Watch repair school
- 1 North Carolina Vocational Textile School
- 1 Morhead City Technical Institute
- 1 Engravers and jewelers schools
- 1 School of medical technology
- 1 Tailoring school
- 1 Shoe repair school
- 1 Radio institute
- 1 Radio and electronics institute

The six schools named last have been operated almost entirely for veterans; the last three are for Negroes.

Adult Education

Community colleges are needed to satisfy the many and varied needs of large numbers of adults living within commuting distance.

Adults who are not satisfied in their present occupation will want to enroll for courses which will make possible a transfer to a different type of employment. There will be others who want to advance to a higher position in their present occupations, but who cannot do so without further training. There are many adults living in all communities who would, if such courses were available to them, enroll for short courses to learn more about such subjects as interior decorating, flower raising, house planning, public speaking, languages, literature, history, music, and art.

Many adults have a hunger for learning. For this group, the community college meets a real need.

Training For Citizenship

There is a growing recognition of the need of better training for citizenship, training which will make possible a more intelligent understanding of our own domestic problems and a better understanding of our government and its relationship to other countries of the world. As long as all who are of voting age may vote, all need to be educated.

One argument for moving the highly specialized types of training to the post-high school years is that it makes possible more time during the high school years for students to take those courses having common learnings with benefit to all, and hence a better basic education and better preparation for citizenship.

A sizable percentage, as proved by the history of junior and community col-

leges, of those who enroll for academic courses will do so with the idea of better equipping themselves for citizenship and participating in community life. This need for training for citizenship is well expressed in the 1951 annual report of the Office of Education.¹¹

"Aside from all the factors already analyzed, there still remains the thesis that the Nation needs as broad a base of an educated and informed citizenry as it can possibly acquire. Surely, one of the best ways to demonstrate democracy in action is to make certain that no American youth—whatever his economic, racial, or geographical status—is denied the opportunity to develop his talents to his own possible level."

11 Office of Education, "1951 Annual Report," Washington, D. C.: Federal Security Agency, p. 28.

CHAPTER III

Criteria To Be Applied In Determining The Location Of Community College Centers

In determining where community colleges should be developed in the State, serious consideration must be given such factors as will determine the permanence and adequacy of the colleges after they are founded. North Carolina should strive to establish only colleges which can expect to meet continuously the high standards required of state colleges.

The thirty or more years of experience in states which have pioneered in the junior college movement should serve to help North Carolina avoid organizational mistakes and build a solid foundation for its State-supported community colleges.

Enrollment

North Carolina has a wealth of private junior colleges. This fact must be noted in determining the probable number of high school graduates annually required to yield sufficient enrollment for a state-supported community college with a recommended minimum of three hundred pupils in average daily attendance. This enrollment figure would include full time day or evening plus equated part time students.

Probably no one can predict with certainty how many high school graduates per year will be required to maintain three hundred pupils in average daily attendance in North Carolina, but the committee believes approximately seven hundred fifty graduates annually within twenty-five miles of the community college to be a safe and reasonable estimate.

Both figures, the recommended minimum enrollment and the annual number of graduates, are higher than most states require, but it would be folly to repeat the mistakes of one state in which fewer than one third of the junior colleges organized have survived.

Commuting Distance

The community college as it is here conceived is designed to serve primarily a small area. Its student body is expected to be made up, for the most part, of persons who live within commuting distance of the college which is, in the opinion of the committee, approximately twenty-five miles. Of course in applying this figure study will need to be made of the geography of any area under consideration. The building of dormitories at State expense is not recommended by the committee for this type of college.

Resources

Sufficient income and facilities adequate for providing continuous day and evening programs for all enrolled are vital to the success of a community college. It is doubtful whether such an institution should be founded unless there is justified expectancy that both income and facilities will be fully adequate within five years of its establishment.

There need not, of course, be duplicate facilities for senior high school and college students in all cases when both groups are provided for on one campus or adjacent campuses, but the program of neither group must be jeopardized by the need to share facilities. Adequacy of facilities can best be determined locally but should be carefully considered as a criterion for the founding of a community college.

Local Initiative

Since the community college will in large measure be dependent for enrollment and financial support upon the interest it can engender locally, local initiative becomes an important criterion.

Probably no community college should be founded until the *local area* has demonstrated its interest in and willingness and ability to plan and provide for such an institution. The committee does not recommend that the State attempt to create community colleges in any locality unless the request has been initiated locally.

Curriculum Adequacy

The purpose of the community college is to provide needed training not otherwise available at low cost to local groups. Hence, an area seeking to establish a community college must have surveyed its needs and resources and be able to justify a broad curriculum of vocational, technical, semi-professional, academic and recreational courses. The curriculum will need to be flexible to permit dropping courses when immediate needs are fulfilled and adding other courses as new needs are identified.

The committee believes that the State is not justified in establishing two year colleges of purely academic nature.

It is recognized that the State may need to locate single departments in various community colleges when the local need might not justify such courses. For example, possibly only one department of watch repairing or printing can be justified in the State. Such a department then could be assigned to one of the community colleges, but for the most part the curriculum must provide for and depend for students upon local needs.

Population Factors

Two factors are not provided for adequately in the foregoing criteria and must be weighed by the agency responsible for authorizing community colleges. Small groups in areas of sparse population will have as great need for training as those in larger population centers. After the establishment of community colleges in areas which meet all of the foregoing criteria, experience may show that community colleges can be justified with lower enrollments or in areas with fewer than seven hundred fifty high school graduates annually.

Until such time as the needs of sparsely populated areas can be met by local community colleges, a system of scholarships should be established to enable youth from these areas to attend community colleges in other parts of the State.

The committee failed to locate a suitable area which had as many as seven hundred fifty Negro high school graduates annually. Consideration must be given to the possibility of establishing branch colleges or parallel facilities for Negroes in areas where community colleges are established.

Summary

The Community College Committee believes that the following criteria should be applied in determining whether community colleges should be established in any locality.

1. Has the initiative for the establishment of the college been taken locally?
2. Is there sufficient evidence of ability to support financially such a college within the community college district to be organized?
3. Can a minimum enrollment of 300 students be expected?
4. Can adequate facilities be provided for a continuous day and night program?

5. Are there 750 high school students being graduated annually within twenty-five miles of the proposed college?
6. Do reliable surveys of needs and resources show that there is sufficient need to provide vocational, technical, semi-professional, academic and recreation training not otherwise available to individuals at low cost within the area?

CHAPTER IV

Physical Facilities Of A Community College

Secondary education is generally considered as extending through the first two years of college. Therefore, the community college in many ways will continue in a little more intensive fashion much of the work that is already being done in our better high schools. The physical facilities would not necessarily be more elaborate than those of a modern comprehensive high school that attempts to meet the needs of the entire community. As a matter of fact, it may seem imperative in some communities to operate both the high school and the community college in the same plant. School systems organized on the 6-4-4 plan as many are in California, for example, may find joint use of the plant more economical and more efficient. Experience has shown that eleventh and twelfth grade students can be integrated with college students with success. However, younger students should not be included in the new unit.

The combined use of the plant by the upper grades of the senior high school and the community college assumes that there is space for both to operate during the full day. While many of the college students and adult groups will want to attend in the evening only, another group will prefer to come in the daytime. The needs of both groups must be met. The plan of having the college students occupy the facilities after the high school pupils have vacated the premises may be necessary in an emergency but should not be considered adequate. In such a plan there is inevitable conflict in administration, instruction, and extra-curricular activities. The better policy is to integrate the two units into one whole or to separate them in use of plant and other facilities. Otherwise, there will be competition for space, books, equipment, and staff.

There are many factors involved in estimating required plant facilities. One study¹² recommends that there should be 470,000 square feet in buildings to house 1000 students. This recommendation includes adequate provision for academic classrooms, for art, science, homemaking, music, shops, (100,000 square feet), both men's and women's gymnasiums, a pool, auditorium (60,000 square feet), student center (50,000 square feet), library (30,000 square feet), and ample space for administration. A rough estimate of minimum requirements indicates a minimum of 100,000 square feet would be required for 300 students. This would include classrooms, auditorium, shops (10,000 square feet), gymnasium, administrative offices, student center. Another study¹³ reports that in 1948 buildings and equipment for a community college cost about \$2,000.00 per pupil.

The cost of plant facilities will be modified by their use in part by senior high school students, by the program offered, and the trends in building cost. The per capita cost will be greatly reduced as enrollment increases. The total cost required for 600 pupils will be only slightly more than that required for 300 pupils.

Community college facilities should include the following:

1. Adequate site
2. Sufficient space for administration and student services
3. Classrooms
4. Library

¹² Peterson, Basil H. (Ed.), "Planning Junior Colleges," California Junior College Association, 1948, pp. 8, 9.

¹³ Jones, Ben W., "Cost of Buildings and Equipment of Junior Colleges in the United States," Unpublished Doctor's Dissertation, Austin: University of Texas, 1950, pp. 125, 143.

5. Laboratories
6. Shops
7. Physical education facilities
8. Auditorium and little theatre
9. Maintenance facilities
10. Heating plant

If the community college is to serve the needs of all the people, the site must necessarily be of considerable size. Agriculture, forestry, gardening, stock raising, aviation, building trades, and sports take a large amount of space. The North Carolina Legislature of 1951 acted wisely in increasing to 30 the number of acres that might be condemned for a school site. Actually, the community college will more likely require 75-200 acres. It would be much better for a board of control to err in acquiring a site larger than the needs seemed to indicate at the beginning than to secure one too small and to pay dearly for additional land later.

The administration of a community college is a complex problem. Student turnover is high. Much work is involved in record keeping, interviewing, placement, and follow up. The administrative staff in successful community colleges is large. It often includes a president, deans, a registrar, counselors, testing officials and a business officer. The size of the school and the funds available will determine the number of such officials. If the college is genuinely a community college, the offerings will be varied and numerous, and may require a director of each major area (for example, university parallel, general college, vocational-technical and semi-professional curricula, trade-training, and adult education). The very comprehensive nature of such a program will call for coordinators and counselors. The work of the entire administrative staff should be taken into account in planning the plant. Personnel need adequate space in which to work if they are to be competent and efficient. In addition to offices for those members of the staff mentioned, there should be offices for the instructors—at least one office for two or three instructors. If offices are provided for student organizations, they will pay dividends. At least minor medical facilities must be provided and proper storage for medical and other types of records.

If the recognized needs are met, a cafeteria must be provided, one that operates both for the day and evening classes. Supplementing the cafeteria may be a student lounge with its snack bar and large floor for dancing and games, for recreation and student forums.

The classrooms that will be needed will be determined by the enrollment, curriculum, and the size of the individual classroom. The varied needs would indicate that the rooms should not be of a standard size. Rather they should be planned to accommodate in some cases 30-49 students, others 50-99 and one or two 100-200. If the classrooms do not lend themselves to the use of audio-visual aids, then one or more additional rooms must be provided for that purpose.

The classrooms for the community college will need to be planned to meet the needs of late adolescents and adults. The furniture should permit flexible use and be the type that is inviting and comfortable for grown-ups. Small screwed-to-the-floor desks certainly are not suitable.

The library is a highly important part of a community college. It should contain sufficient space for reading and reference work, adequate shelving, work room, conference rooms, listening booths for auditory aids, storage space for research files and microfilms, and office space for librarians. It should be a quiet,

attractive place where students like to go and a place where they can get the help they need.

Next to the library in importance perhaps are the laboratories. The kind of community in which the college is located will have an important bearing on the number and variety of laboratories provided. Architecture, engineering, science, communication, transportation, business, home arts, and the fine arts will all attract students. The strength of each individual need will vary from one community to another. One can visualize the pressing demand for such laboratories as the following:

Drafting—architecture, engineering, surveying, building trades.

Science—biology, botany, zoology, physics, chemistry, geology, astronomy, metallurgy, photography.

Communication—radio broadcasting, corrective speech, dramatics, public speaking, television.

Transportation—aviation, electronics, automotive engineering.

Business—secretarial, typing, accounting, business machines, filing, merchandising, hotel and restaurant operation, barbering and cosmetic art.

Home Arts—sewing, cooking, nutrition, interior decoration, consumer economics, family life.

Fine Arts—music, art, graphic arts.

The extent to which any community can meet these needs will depend on the wealth of that community and the belief of the people in that locality in the value of a greater competency on the part of the young folks and adults who live there. The laboratories should be such that some research can be carried on by individuals who are capable of doing research work, although research is not primarily a community college function. Numerous storage facilities and shops in connection with the laboratories will be required. Many of the students will be employed in local concerns that will expect their employees to carry on some research work, and the community college laboratory should fit these needs.

Parallel with the laboratories in importance are the shops. Many of the students in the community college will prepare themselves for positions as technicians in agriculture, business and industry. They will need some theory and much information, but they will require a vast amount of skill which will be obtained by working in well-planned and fully-equipped shops either on the school campus or in some instances in actual shops themselves under the direction of a coordinator. Such shops as the following are examples:

General	Pumps and engines
Machine	Welding
Electrical	Shoe repair
Refrigeration and air conditioning	Building trades—carpentry, masonry, etc.
Radio and television	
Agriculture	Automobiles

Shops needed will be indicated by the type of industry and business in the community. Those required to meet the functional needs of one community may be inadequate or unnecessary in another.

The physical, cultural, and recreational interests of young people and adults who attend the community college cannot be neglected if the institution is to serve all of the needs of the individual. A gymnasium, play fields, tennis courts, stadium, swimming pool, auditorium, and little theatre are desirable units in a complete plant. If these facilities are present, it will be much easier to develop morale and unity of effort. The auditorium need not seat more than 1,200 and

the little theatre 300. The stage of the auditorium should be flanked with rooms for storage of stage equipment and scenery for stage workshop, for dressing rooms for those participating in performances, and for musical groups.

In order to operate properly such a plant, the maintenance facilities will necessarily be extensive. They should be anticipated and provided for by assigning adequate space for such needs as maintenance shop, storage area for janitorial supplies, furniture, books, and miscellaneous items.

The operation of such a college will require a well-planned heating plant, one that operates continuously and efficiently. The engineering problems of whether to install a centralized heating system or not, what kind of fuel to use, and whether to depend on one boiler or to require two, are important considerations and should be carefully considered in making designs for a new plant or in modernizing an old one.

The physical needs of the proposed community college have been indicated by the foregoing. *These facilities represent the ideal, and the administrator or board of control should keep them in mind in launching or developing a community college.* The following are *minimum* facilities needed:

1. Site should be at least 30 acres.
2. Office space must be available for such officials as those concerned with general administration, record keeping, counseling and placement, business affairs, and student welfare; also provision for cafeteria or lunchroom.
3. Sufficient classrooms and of such size to accommodate an ample amount of equipment and furniture suitable for late adolescents and adults. At least 10 such rooms will be necessary.
4. Library of such size as to accommodate at least 20% of the student enrollment and with shelving to care for eight thousand volumes exclusive of public documents and 50 magazines as a minimum. Work room and office space for the librarian are necessary and conference rooms, a projection room for previewing films, and listening booths for records are highly recommended.
5. Laboratories shall be adequate for all the experiments called for by the courses offered (about \$2,000.00 worth of apparatus for each science offered). The laboratory equipment for a science in which twelve or more semester hours are offered should be worth at least \$2,500.00.
6. Shops should simulate real working situations. Probably a minimum of 10,000 square feet of space will be needed for shops in the initial period. Much more space would be desirable; however, the area suggested would provide for four medium-sized shops and would care for such activities as general shop, automotive engineering, machine shop, and one other for such activities as agriculture, refrigeration, building trades, etc.
7. Physical education facilities are highly desirable. They include a gymnasium, tennis courts, play fields, stadium, and swimming pool.
8. An auditorium and little theatre are important assets. They need not be large. An auditorium that seats a maximum of 1,200 and a little theatre that cares for a maximum of 300 are highly desirable.
9. Maintenance facilities should be adequate for the maintenance and custodial staff to do their work competently and efficiently. Space for shop and for storage is essential.
10. The heating plant or boiler should be adequate for the heavy demands that will be put upon it due to the length of the school day and the school week.

CHAPTER V

Organization And Finance Plan

A survey of various patterns of organization and financing community colleges leads one to the following conclusions and recommendations:

1. The success of a community college depends, first, upon there being a maximum amount of local initiative, responsibility, and control. This is to say that no area should be *given* a community college. Interested towns, cities and/or counties should take the initiative in developing the possibilities they have for a college. Surveys must be made to determine whether there are, within a 25 mile radius, sufficient student and adult population and wealth to support a college, and enough civic interest to provide suitable facilities. An evidence of local interest would be the donation of the initial plant and site. Any interested unit would need to explore the possibilities of securing the support of adjacent county and city administrative units in developing a community college district.

Local control is essential if the community college is to fulfill its basic obligation, that of meeting local needs.

2. The responsibility of the State should be to provide leadership, supervision, and a share of financial support equal to that of the local community.

Patterns of Organization

Examination reveals that no pattern of district organization is followed in all states or even within any single state which has had successful experience with community colleges. The survey reveals that some variation of the joint county or county-city district organization will be normal for almost every area in North Carolina in order to provide enrollment and wealth sufficient to support a college.

The Legislature should authorize the State Board of Education to set up regulations whereby such a joint district could be organized. Provision should be made so that county and city boards of education could take the initiative in securing a vote of the people to determine whether the county or city would join in the formation of a community college district. A less cumbersome but also less democratic plan would permit an administrative unit to become part of a community college district through joint approval of the school board and county commissioners or city council.

Those administrative units which vote to join in the formation of the community college district should be authorized to form a board of trustees with membership of from five to nine members. The members should be elected by the several governing boards of the constituent administrative units, in a proportion representative of the entire district, or as approved by the State Board of Education. The membership of the community college board of trustees might be elected from the constituent boards, but they should be elected for five years and for overlapping terms.

This report will not attempt to blueprint the various plans that may be followed in initiating the organizational procedures, but the following may well be descriptive:

The Goldsboro area studies reveal that the counties of Wayne, Wilson, Greene, Lenoir, Duplin, Sampson, and Johnston are wholly or partially within a circle with a radius of 25 miles from the city of Goldsboro.

As an example of organizational procedure, Wayne County and the City of Goldsboro might conceivably desire to initiate a community college in or near Goldsboro to serve Wayne and adjacent counties. The school authorities in

Goldsboro and Wayne County then could initiate explorations to determine public interest within their own administrative units and at the same time explore interest in adjacent units that are wholly or partially within the circle shown on the map. The important factor in the initiation of the community college is local interest.

The school boards and the boards of county commissioners and city council could then, after a period of development of public interest, petition the State Board of Education to set in motion the machinery for a referendum in counties whose boards have signed the petition. This referendum would be on the question of whether the people want to join in the establishment and/or operation of a community college.

An alternate plan would give the State Board of Education the right to determine that a vote of both the school boards and the city council or the county commissioners of an administrative unit would be sufficient authority to place it in the proposed community college district.

When a decision has been made by one or more administrative units favorable to the development of the proposed district, the State Board of Education should determine whether the district meets the criteria set up for community college districts. If it does, the State Board of Education should, after weighing all factors including population density, public transportation facilities, local interest, and available plant facilities, locate the community college and set in motion procedures to organize the board of trustees of the new college.

Special Problems

City administrative units, with 125,000 population, might serve as a district even though preliminary data indicate none meets the criteria for establishment without the co-operation and support of other administrative units. Without doubt, a large city unit community college would draw students from its surrounding area, perhaps enough to meet the minimum enrollment. It is not uncommon in other states for a city of 130,000 to 150,000 population to have a college with far greater enrollment than the minimum recommended when there is no tuition charged.

A single unit community college would of necessity have to charge a tuition to out-of-district students equal to the per capita support provided from local tax sources. This would be a barrier against the enrollment of many people who need the community college and who live in easy commuting distance. The outlying territory would have no authority in college administration, and this is usually a cause of lack of interest. However, provision could be made, as it is in California, for adjoining administrative units to pay the tuition.

Notwithstanding these objections, the State Board of Education should not be prohibited from permitting the development of a community college by a single administrative unit if there is sufficient taxable wealth and interest to provide plant and maintenance funds, provided, too, that there are 750 high school graduates in the 25 mile commuting area suggested elsewhere in this report.

Provision could be made in statute and regulation to permit administrative units to join a district already operating and supported by one or more administrative units.

The Community College Board of Trustees

The community college trustees should have control of the general government of the college, including the direction of its administration. It should have

power to levy a tax rate over the entire district sufficient to pay the cost of operation of the college, exclusive of the amount of financial support provided by the State and by tuition.

The board of trustees should have authority to select a president who should be the executive head of the college. The president should have power to recommend to the trustees all teaching and staff personnel and to remove or suspend them from service, subject to approval of the trustees and the laws of the State.

The president should have authority, subject to the trustees' approval, to set up the curriculum, and he should be responsible to the trustees for the property of the college. He should be responsible for the preparation, presentation, and execution of the budget, subject to its approval by the trustees.

Other duties and power of the trustees and of its chief executive officer should be those generally assigned in professionally organized and administered school systems.

Finance Plan

Based upon consideration of local needs and a study of the finance plans of other states, the Survey Committee concludes that a minimum of \$400.00 (in 1950 dollar values) should be available annually per student in average daily attendance for operational costs in order to provide the kind of community college projected in this report, with diversified curricular offerings of general, academic, vocational-technical and adult education.

Students in a community college should not be expected to pay more than \$50.00 per year of the operational costs. The community college simply does not become available for the people it is designed to serve if the tuition charge represents a significant cost to the individual.

The State and local district should share equally the remaining \$350.00 of the cost or approximately \$175.00 each. For a minimum enrollment of 300 people the local district should have authority to levy a sufficient tax to provide approximately \$52,500.00 for operating costs. There should be adequate assessed valuation in the district to yield this amount with a reasonable tax rate.

The State should appropriate an amount equal to \$175.00 annually per student in estimated average daily attendance. This appropriation should be disbursed by the State Board of Education to those community colleges which meet the standards of the State Board of Education at a rate of \$175.00 per pupil in average daily attendance.

In North Carolina a system of scholarships may need to be established to enable students from sparsely populated areas to attend more remote community colleges.

Capital Outlay

Capital outlay should be a joint responsibility of the State and of the local district. The local district should assume the initiative and demonstrate its ability and willingness to assume its share. The immediate community where the college is to be located might well make a special donation from public and private sources for the initial buildings and site. Indeed, gifts should be sought from public bodies, from corporations and from individuals.

Not counting initial contributions, it is recommended that the local district and the State share equally the cost of the plant, the part of the State to any one college to be determined on an equalization basis.

Taxation

California, Mississippi, and Texas are three states which have experienced unusual development of community colleges. In California and Mississippi tuition is free and in Texas community college education is in effect free to the students. The experience of these states in tax limitation might well serve as a pattern for North Carolina.

In California the junior college trustees have authority to levy a tax up to \$.0035 or $3\frac{1}{2}$ mills for operational purposes after the district has been established. There is no constitutional statutory limit on what the people may vote above $3\frac{1}{2}$ mills for operational purposes or for capital outlay. Also in California, counties and school districts are required to pay tuition of students going from a county that does not have a junior college to one that does have a junior college, and this tuition is equal to the amount of the per capita maintenance costs not paid by the State of California.

In Mississippi, boards of supervisors may levy 3 mills for maintenance and 3 mills for building improvement. There is no specific limitation on the amount of taxation for capital outlay when acted upon by favorable vote of the people, or in the absence of a petition of twenty per cent of the qualified electors against the published intention of the board of supervisors to issue bonds against the district.

In Texas the legal limit is 5 mills or \$.50 per \$100.00 each for maintenance and for capital outlay and any increase from one year to another must be voted on by the people.

CHAPTER VI

Standards For Community Colleges

This chapter is suggested as a guide to the State agency that might be set up to control the establishment and operation of community colleges. The standards should not be arbitrarily enforced, and it is quite impossible to predict fully the standards that should apply to the emerging community colleges in North Carolina.

The State Board of Education should be given authority to set up standards for community colleges to be met before they are eligible to receive State funds. The standards for areas in which college credit is to be given shall be not less than those required for accreditation of junior colleges in North Carolina. The purpose of the standards should be to guarantee a community college program of high quality.

The agency applying standards should recognize the fact that community college development requires time. Ability to meet all standards within a period of approximately five years should satisfy initial recognition by the State Board of Education.

Suggested Standards

I. *STATEMENT OF POLICY.*

A. The function of the State Board of Education is to offer leadership and supervision to the end that community college education of high quality will be available to the largest possible number of persons in North Carolina.

B. The principle of local initiative and local control in the maintenance and control of community colleges is affirmed as far as it is consistent with law and the standards of the State Board of Education.

C. Before a community college can receive State funds in any year, it shall be approved by the State Board of Education.

D. No administrative unit may extend its curriculum to include the work of a junior college, nor shall any district be formed by one or more counties and/or one or more cities until there is sufficient evidence that the community college proposed will meet the criteria for location and establishment. The district should be able to show in the plans submitted that it can have within five years (1) an enrollment of three hundred full-time students in average daily attendance, (2) \$400.00 per full-time student in average daily attendance (in terms of 1950 dollar values), (3) adequate facilities, (4) adequate academic standards, (5) a curriculum that will meet the needs of the community, and (6) a plan of operation that will be in accord with sound educational practice.

E. The State Board of Education will cause to be made studies of the needs of the State and of particular areas for community colleges, either on its own initiative or at the request of other duly constituted school authorities.

F. A community college is an educational institution that is dedicated particularly to the community and the State that supports it. It may include in its program certain years of high school, along with other services and courses named hereafter.

II. *ORGANIZATION.*

A. Before a community college shall be authorized, the board of trustees

shall submit a plan of operation that is found to be satisfactory to the State Board of Education.

B. The board of trustees shall be organized according to law, and there shall be evidence that it fixes responsibility and delegates authority in a professional manner.

C. The administrative officers shall be a president and such other officers as deans, registrar, business manager, etc., as may be required.

D. The college shall be organized to perform an educational function. The curricular offerings and organization, the quality of work done, the ability of the faculty to teach, and the extent to which the total needs of the community are met are important factors considered in evaluating a college.

III. *ADMISSION REQUIREMENTS.*

The two-year community college shall require for admission to college credit courses, the satisfactory completion of a four-year course in a secondary school approved by a recognized accrediting agency, or the equivalent of such a course by examination.

In general, terminal curricula, including vocational-technical courses, shall have the entrance requirements listed above. However, students who do not meet this requirement may be admitted to terminal curricula on individual approval.

IV. *CURRICULUM.*

The curricular offerings shall be such as to carry out the purposes and objectives of a community college. Each college shall publish its objectives. Each college shall offer curricula and courses as follows:

A. Academic college and pre-professional preparatory.

B. Vocational-technical and semi-professional offered on collegiate level, open to both youth and adults.

C. Vocational and trades-training. High school graduation shall not be a prerequisite for admission to this category of offerings.

D. General education. The courses and services in this category should be varied in content and will include work of informal nature for adults and youth.

When a student has successfully completed any curriculum that requires a minimum of sixty semester or ninety quarter hours, and whose work is of acceptable quality, the college may issue a diploma and/or confer the Associate of Arts degree. The college may issue a diploma or certificate testimonial of completion of other curricula in the college.

V. *FINANCE AND PLANT.*

In order to qualify after the first five years of operation for the continued receipt of State funds, a community college shall annually provide from local tax sources approximately \$175.00 (in terms of 1950 dollar value) per student in average daily attendance for operating costs. The physical plant, including buildings, grounds, laboratory apparatus, lighting, heating, ventilation, water supply, furniture, and general maintenance shall be of the quality expected of an institution deserving accreditation. A per student plant value of \$2,000.00 is considered a bare minimum.

VI. *TRAINING OF TEACHERS AND ADMINISTRATORS.*

A community college should be an institution in which effective teach-

ing is accomplished. The training, experience, ability, and load of teachers are important factors in determining the effectiveness of the teaching done.

A. Faculty members should have a background and knowledge of the community college afforded by graduate study courses, workshops, and seminars in the special field of the community college. Members of the faculty should be encouraged by the institution to participate in such in-service programs. In selecting new staff members, this item should be considered.

B. The college should have a program of in-service training for its faculty. Included should be a study of the nature, history, and basic philosophy of the community college.

C. The teachers of college credit subjects should have the Master's degree or its equivalent, and the courses taught by these teachers should be in their fields of specialization.

D. Each instructor in vocational-technical or in vocational trades-training curricula should possess satisfactory training, vocational experience, and personal qualifications for his work.

E. The ratio of faculty members should in general not exceed twenty students to one instructor on a full-time basis.

F. The salary should be sufficient to secure and retain instructors of thorough preparation and teaching ability. There should be appropriate increments for additional training, experience, and responsibility.

G. The standard teaching load in semester hours is recognized to be sixteen. The maximum load is eighteen semester hours, and only a small percentage of the faculty may be permitted to carry this maximum. The teaching schedule should be arranged so that the total teaching load per week of each instructor would not exceed 450 student credit hours (3 classes x 30 pupils x five hours, or its equivalent). Two hours of laboratory work should be counted one hour. The teaching of a high school class, meeting five times a week, would be considered the equivalent of three semester hours in an instructor's load.

H. The president of a community college should be a person of proved ability as a teacher or administrator and should have at least a Master's degree. Section A of Standard VI should apply to the president as well as to classroom teachers.

VII. *THE LIBRARY.*

The library should be well lighted and should have reading room space for at least twenty per cent of the student enrollment. It should have adequate facilities for housing, maintaining, and using the library as an important instructional department of the college.

The college should have a live, well distributed, professionally administered library of at least 4,000 volumes exclusive of public documents bearing specifically upon the subjects taught.

The librarian should be a full-time library employee with faculty rank who holds a degree in library science. There should be an annual expenditure of an average of three dollars per student for books, periodicals and binding, with a minimum expenditure of \$500.00 annually for new books.

VIII. *LABORATORIES AND SHOPS.*

The laboratories for science vocational-technical and semi-professional courses should be equipped for individual instruction for each laboratory course

offered. If the fine arts, including drawing, dramatics, painting, and music are offered, the equipment in these departments shall be considered in evaluating a college. Each laboratory and vocational shop shall be judged upon its own merits with regard to adequacy.

A. The room shall be large enough to house properly the equipment, and provide safe, comfortable working space for the students.

B. The shop or laboratory shall be provided with proper equipment with regard to quality, quantity, and recency of design. Shops shall provide adequate work experience in the vocational-technical field of training to correspond with work experience after finishing the course.

C. The number of work stations provided in a shop must be adequate to provide efficient training for students enrolled in a shop section.

IX. *QUALITY OF WORK.*

A very important factor is quality of work required of students. The following are recognized as minimum requirements:

A. Qualitative Requirements.

1. The quality of work will be of such caliber and quality as is commonly expected to be done on a college level.
2. The quality of work can and should be greatly enhanced by reasonably small classes and personalized instruction.
3. The quality of work will be measured in part by the ability of graduates to succeed (a) in advanced college courses, and (b) in jobs for which they have been trained.

B. Quantitative Requirements.

1. A school year of nine four-week months is recognized as a regular full year of work.
2. A class period is not less than fifty minutes, exclusive of time between classes, for lecture, and not less than one hundred minutes, exclusive of time between classes, for laboratory periods.
3. A semester hour is defined as 18 class periods or 900 minutes for lecture, and 1800 minutes for laboratory; a quarter hour is 12 class periods or 600 minutes for lecture, and 1200 minutes for laboratory. (This does not include time for passing between classes.)
4. A normal load is 15 academic hours for regular full-time students; the minimum load for a full-time student is 12 academic hours, and in no case shall be more than 19 academic hours. A student carrying as much as 18 hours should have at least a B average.
5. Summer school work will be of the same type and caliber as regular session work and credits based on the same number of minutes of class time. The maximum credit earnable in five weeks is six semester hours and in the same ratio for any other length of summer session.
6. Evening classes for college credit will be of the same type and caliber as regular day school work and credits based on the same number of minutes of class time.

C. Vocational Requirements.

1. Vocational or trades-training courses should be such as will actually

prepare a student to secure and hold a job in his field of preparation.

2. If credit is to be given in these courses, the time requirement will be a minimum of two hours of shop work for one hour of credit.
3. No course should be offered in this field without sufficient shop space and equipment to provide superior training.
4. Evening classes in this program will meet the same standards as the regular day program.

D. Non-Credit Evening Class Requirements.

1. There should be evening classes organized to meet the needs of the community. This implies classes for non-college credit.
2. The standards of work in non-credit courses should meet the needs of the individual without regard to collegiate academic standards.

X. *RECORDS.*

The academic, personnel, health, activity, and other records of students will be systematically kept and protected from fire, loss, and damage. The registrar will keep files of admission, matriculation, attendance, and scholarship records, transcripts received, and other essential data. Individual records will be kept for each faculty member showing the period of service, advancements, evidence of professional growth, advanced study, research and publications, noteworthy achievements, and instructional experience.

The records of the business office will provide ample safeguard for funds and shall be easily audited. They will be based upon an officially adopted budget.

XI. *STUDENT ACTIVITIES AND STUDENT PERSONNEL.*

The college should encourage democratic student life and activities. Student activities should be student managed and directed with faculty cooperation. A well balanced program of extra-curricular activities should be established which will promote participation by students, but not to excess.

The college should provide a program of pre-registration, orientation, and guidance with proper emphasis upon acquainting the students with scholastic work and the activities and life of the college. To this end student personnel service should include a program of educational, vocational, personal, and social guidance and counseling.

A standardized testing program should be provided, making use of at least a minimum number of the best known and most reliable instruments. Placement and follow-up service should be provided, and if students are admitted who work part-time, the college should assume some responsibility for their guidance and assistance.

Boarding and rooming facilities, if provided, should be under the supervision of the institution, with provision made for frequent and regular inspection and proper supervision in order to maintain high standards of conduct and sanitation.

The athletic program of the college will be under faculty supervision and control.

CHAPTER VII

Implementation

The major recommendation of the Committee on Community Colleges is that there be developed, in accord with criteria suggested, a State system of community colleges that meets the characteristics of the institutions described herein.

To implement these recommendations at least the following things should be done:

1. Legislation should be enacted that will authorize the development of community colleges along lines recommended here or may be found subsequently to be desirable.
2. Interested areas in the State should assume the initiative in exploring the possibilities for and interest in community colleges. An active program of public information will be necessary. Legislation should set forth the legal procedures for the establishment of local districts and for their operation.
3. The State Board of Education and the State Superintendent of Public Instruction should assume leadership in developing for the people of North Carolina a system of community colleges that will meet the needs cited elsewhere in this report. Those states which have made the most satisfactory progress in community college education have in the office of the State Superintendent a person who accepts primary responsibility for those institutions.
4. The State Board of Education should be given authority to establish standards and regulations that will insure an orderly and wise development of a program of high quality. It should be authorized to make studies of the needs of the State and various areas for community colleges. It should be given authority to locate a community college within a district that has been formed.
5. The legislature should make appropriations necessary for capital outlay and for operational costs in accord with recommendations of this report.
6. Authority should be given the State Board of Education to set up an Advisory Community College Commission of fifteen members.

The Community College Advisory Commission shall study and advise the State Board of Education concerning the regulation, establishment, and operation of community colleges in the State.

- a. Upon request, to make studies of the needs of the communities of the State for community college education.
- b. To initiate studies of the need for community college education in any community in the State if such is deemed necessary, taking into consideration the established goal of 750 high school graduates within a twenty-five mile radius, property evaluation, transportation facilities, the proximity of other colleges, and other factors which contribute to a sound program of education, and to advise concerning the location of the college within the district.
- c. To advise concerning standards for community colleges receiving State appropriations with respect to training of teachers and administrators, physical plant and equipment, administrative organization, curriculum, income per student from local and State tax sources and from the stu-

dent, enrollment, admission requirements, general tone of the institution, and any other pertinent factors that relate to the support and administration of the community colleges.

- d. To advise the State Board of Education annually concerning the condition of the community colleges and of what is necessary for continued operation.

The Commission shall serve without compensation, but necessary expenses involved in carrying out the duties shall be paid out of the funds appropriated for community colleges.

Outline of Proposed Legislative Enactment

Legislation should:

1. Authorize the creation, establishment and operation of community colleges.
2. Define community colleges in terms of purpose, curricula and people to be served, including admission requirements.
3. Define the authority of the State Board of Education in regulating the establishment and operation of community colleges.
4. Authorize the establishment of community college districts that meet the standards of the State Board of Education. The districts should be of two kinds: (a) those resulting from an extension upward of the public school system, and governed as a part of the public school program; (b) those that include one or more counties and/or one or more city administrative units.
5. Describe the legal procedures to be followed in the extension of the public school system to include a community college if the district is to include only one unit; and the procedures for the formation of a joint county-city district. Legislation will determine whether this may be effected by action of appropriate school boards and other governmental agencies, by a petition, or by a direct vote of the people. Legislation should describe how the State Board of Education is to receive petitions from school boards and commissioners, from interested administrative units, and should give it authority to set in motion prescribed procedures for including an administrative unit in a community college district. The State Board of Education should have the power to establish a community college in such a district after it has been formed.
6. Prescribe the limits of taxation for operation and for capital outlay; how the tax may be levied and collected and how funds may be disbursed.
7. Determine how the trustees of a joint community college may be appointed; their number, terms, qualifications, powers and duties, limits of tuition and fees that may be charged.
8. Powers and duties of the chief executive officer of the board of trustees, his title and limits of term of appointment.
9. Prescribe degrees or diplomas that may be awarded and conditions therefor.

CHAPTER VIII

A Study Of The Goldsboro Area

The Goldsboro area was chosen for study because of its size, agricultural position, and industrial growth, because it numerically met the preliminary standards as set up by the Committee, and because no State institution of higher learning exists within the twenty-five mile area.

The study was based upon the philosophy of the community college described elsewhere in this report.

Purposes of the Study.

Study results of areas in other states were available and helpful, as was a study made in Charlotte, North Carolina, a few years ago, but there was a need for an investigation of a local area indicative of and analogous to situations in various parts of North Carolina.

In studying the needs which exist locally for a community college the following were given consideration:

1. What can the community college do for a community which is not already being done by other institutions?
2. Is the area adequate for the establishment of a community college?
3. What are the local needs, and in what ways can these needs be met with reference to the following groups:
 - a. Commercial-industrial?
 - b. Public service and professional?
 - c. Students presently enrolled in public schools?
 - d. Working adults desiring further education?
 - e. Adults desiring avocational recreation?
4. What are the plans of prospective students in the area? Will they support an institution of this type, and what types of courses are they likely to want?
5. What factors in such a study would be of aid in future studies?

Procedure Employed.

A survey team of three graduate students was used. They, with the director of the study, designed a preliminary guide sheet on data to be collected.

Preliminary to the survey team's work in the Goldsboro area, the director met with the administrators of schools within the twenty-five mile radius, and then a second time with representative citizens of Goldsboro and vicinity to explain the study and establish rapport for the team of interviewers.

The interviewers spent three full days in the Goldsboro area with school administrators, industrialists, merchants, public service personnel, employees, and representative citizens. A questionnaire technique (Appendix A) was used to determine the interests and plans of high school eleventh and twelfth graders upon graduation from high school. The questionnaire was also mailed to the other high schools within the twenty-five mile limit which were not visited by the interviewers.

The same methods were employed for the Smithfield, Wilson, and Kinston areas but the interview team, working individually, spent only one day in each of these three areas. In each case, with the exception of Smithfield, the director met with representative citizens personally prior to the survey team's entrance into the area.

The emphasis was not upon statistical data but rather a representative sample of needs was sought from various community groups and individuals. Pertinent basic questions were asked of the interviewee from three positions; as to his interests and needs in his own business, profession, etc., as to his needs in his own private life, and as to his needs in fulfilling his responsibilities as a citizen of his community.

The answers or comments were recorded with each separate item proposed by any one interviewee written down singly. Finally a tabulation of all re-appearing items was made.

RESULTS

Public Schools.

Thirty-three high schools are located within a twenty-five mile radius of Goldsboro. The average number of graduates from these schools for the four years 1947-1950 totaled 1,238 per year.

Although time did not permit a personal visit to all of these schools, a number of them in the immediate vicinity of Goldsboro, Smithfield, Wilson, and Kinston were visited. The data below was obtained from the schools in the Goldsboro, Wilson, Fremont, and Kinston city units and from Pikeville, Grantham, Brogden, and Mount Olive county schools. Lenoir County high school information was supplied by the county superintendent. Since all schools contacted could not furnish complete or consistent information, percentages and totals below do not, in all cases, include all of the above-listed schools. All figures are for the school year 1950-51.

1. The total number of graduates for all of the above-named schools was 641.
2. Seven schools reported drop-outs. Four per cent or 85 pupils in a school population of 2,045 in these seven schools dropped out.
3. Seven schools reported that 166 of their graduates out of a possible 408 pupils who finished in 1950 attended schools of higher learning or other type schools. This amounts to 40.5 per cent. Approximately 60 per cent did not continue their education in schools or colleges.
4. Of the 166 who continued their education, 134 or 82 per cent attended four-year colleges. Ten pupils entered junior colleges, seven entered business schools, thirteen entered nursing schools, and two entered other types.
5. The occupations of high school graduates were similar in all areas investigated. City school administrators reported that many boys go into military service. Others find employment in cities as clerks, stenographers and bookkeepers. Marriage claims many of the girls. In rural areas, most graduates who do not attend college, fall into three categories—marriage, farming, and military service. A small percentage of graduates migrate to cities where they find jobs as clerks and telephone operators.
6. The occupations of drop-outs were difficult to ascertain, therefore the survey team made an effort to ascertain the reasons for students' leaving school. In general, the reasons for both city and rural schools were the same and consisted of the following: to work, failure to pass school work, not interested in school, military service, and needed at home. Those who dropped out to work took jobs which required little or no training. Several principals felt that the community college could be of help to these drop-outs.
7. One problem frequently mentioned was the need for vocational courses in business education, agriculture, home economics, and trades. In the rural areas, a major problem was that of holding children of tenant farmers in

school. These children are absent frequently, move often, and form a large percentage of the drop-outs.

8. Vocational education has been about the only form of education taken by adults. These programs included business education, cabinet making, agriculture (mostly veterans), and home economics. A continuing interest by adults in the programs of this nature was reported by school administrators. One principal reported an interest in music by people in his community, but stated that lack of facilities and teaching personnel prevented such a program. The general reaction of public school administrators toward establishing a community college in their area was favorable. Almost all principals expressed the belief that students in their area would take advantage of such an institution, and that transportation would offer little or no problem; bus service and car-pools would take care of the transportation problem. Two county principals stated that the addition of vocational agriculture into their schools had resulted in a larger number of students' returning to the farms. They expressed the need for an extension of these programs after these students left school. In their opinion, the holding power of the community for drop-outs and graduates would be increased, and more students would attend college if a local college were established and tuition were kept at a minimum.

City school principals stated that adults would find much use for the college if it were located in their city. Vocational and general education, they felt, would be greatest in demand. Principals in rural areas felt that a small per cent of adults would attend. It was pointed out, however, that a program through which the adults in rural areas might be educated as to the uses and possibilities of a community college would result in a greater demand.

Student Survey.

The survey team felt that the students themselves should be asked to express their needs and desires for education beyond the twelfth grade. Therefore a simple questionnaire was designed for this purpose. These questionnaires were delivered or mailed to each high school in the area, and the principals were asked to administer them to their eleventh and twelfth grades.

Fifteen of the 33 high schools responded including a total of 921 pupil questionnaires returned. These schools included the city schools of Goldsboro, Wilson, and Kinston, and of Rosewood, Grantham, Mount Olive, Brogden, and New Hope in Wayne County; LaGrange in Lenoir County; Kenly, Pine Level and Princeton in Johnston County; Hookerton in Greene County; Piney Grove in Sampson County and Faison in Duplin County.

The questionnaire (Appendix A) included four sections. The first section requested general information. The second asked each student to choose, in order of preference, two occupations or professions in which he was deeply interested. The third sought information as to the desires of those who planned to further their formal education beyond the twelfth grade, and the fourth section asked for information from those who had not planned to extend their formal education beyond the twelfth grade.

When students chose two preferred occupations a wide variety of interests were expressed. In addition to the occupations listed in the questionnaire students wrote in a total of 26 other occupations. From the standpoint of preference the following are the ten most preferred occupations.

<i>Occupation</i>	<i>Number</i>	<i>Per Cent</i>
1. Secretary	153	17.06
2. Teaching	78	8.70
3. Bookkeeping and accounting	66	7.36
4. Engineering	48	5.35
5. Homemaking	47	5.24
6. Managing small business	46	5.13
7. Farming	40	4.46
8. Nursing	34	3.79
9. Beauty operator	28	3.12
10. Nurse's aide	20	2.23
11. All others	337	37.56
Total	897	100.00

The ten most preferred second choice occupations included:

<i>Occupation</i>	<i>Number</i>	<i>Per Cent</i>
1. Homemaking	79	9.30
2. Teaching	77	9.07
3. Secretary	69	8.13
4. Beauty operator	50	5.89
5. Farming	49	5.77
6. Bookkeeping and accounting	47	5.54
7. Engine mechanics	39	4.59
8. Nurse's aide	29	3.42
9. Salesmanship	28	3.30
10. Managing small business	23	2.71
11. All others	359	42.28
Total	849	100.00

Although the position of each favored subject (with the exception of teaching) tended to shift when considered from the standpoint of first and second choices, several important trends are noticeable.

1. It is significant to note that eight of the occupations which appear on the first reappear in the second list. In the second list engine mechanics and salesmanship replace engineering and nursing.
2. Secretarial training and teaching apparently are in great demand since they appeared near the top on both lists.
3. Homemaking is at the top of the second list, probably because girls may choose this occupation as a second choice in thinking of marriage.

Totaling their first choices with their second, the following are obtained:

<i>Occupation</i>	<i>Number</i>	<i>Per Cent</i>
1. Secretary	222	12.76
2. Teaching	155	8.91
3. Homemaking	126	7.24
4. Bookkeeping and accounting	113	6.49
5. Farming	89	5.11
6. Engine mechanics	80	4.59
7. Beauty operator	78	4.48
8. Managing small business	69	3.97
9. Nurse's aide	49	2.82
10. Nursing	43	2.47
11. All others	716	41.16
Total	1740	100.00

Here it is significant to note that nursing reappears, replacing salesmanship; otherwise, the same eight occupations reappear that were chosen in both the first and second choices.

Perhaps the most important result of these tabulations is that eight of the ten occupations usually appear in the curricula of community colleges.

The third section was designed to be answered by those pupils who plan to continue their education beyond the twelfth grade. More than 50 per cent of the 921 pupils indicated plans to attend other institutions after their graduation. One half of these preferred a four-year college to other types of institutions. Seventeen pupils did not indicate the type of institution they would select.

Of those who plan to go to college, 57 per cent chose North Carolina colleges; 34 per cent did not indicate a choice of college, and 9 per cent planned to go out of the State for their education.

Of the 544 designating advanced education, 88 per cent knew what profession or occupational choice they wished to pursue. However, many of these have the feeling that a four-year college course is required for their particular choice. Sixteen per cent chose teaching, and 15 per cent chose secretarial work as their future careers. These two choices far outnumbered all others.

Slightly fewer than one half, 45 per cent, answered that they would not attend a community college if it were in their community mainly for the following reasons which appear in order of frequency:

1. A community college would not provide the required courses needed for their particular profession.
2. They prefer a chosen school for some personal reason, e.g. football team, religion, etc.
3. They prefer to go away from home and live on a college campus.

Almost as many, 40 per cent, said they would attend a community college at home rather than their presently designated college. The majority said that it would be much more convenient to be at home, either for financial reasons or to be with the family. Others stated that whether they attended would depend on the quality of the college and the availability of desired courses.

The remaining 15 per cent asserted that it was possible that they would attend

the local community college but only under certain specifications, such as high quality, proper accreditation, good courses, etc.

The fourth section pertains to those pupils who do not plan to continue their education beyond the twelfth grade. A total of 267 pupils, 29 per cent, answered this section. Their stated reasons for not planning further education were:

1. Financial difficulties at home.
2. The belief that they need no more formal education.
3. Not interested in going to school.
4. Planning to be married or are married.

In answer to the question whether an establishment of a community college would make any change in their plans, 116, or almost one half, said that they would attend a community college. More than 50 per cent gave as their reason the fact that they could not afford to go away to school, but with a community college it would be possible to stay at home for at least another two years. This, perhaps, would make it possible to reduce the total expense for a four-year education. Others suggested that one could remain at home, take a job, and leisurely pursue further education in a community college.

Population Trends.

The population of this area has increased steadily over the past twenty years. According to the United States Census, the total population for the seven counties has risen from 285,105 in 1930 to 339,510 in 1950. This represents an increase of approximately 19 per cent, the largest part being due to the increase of the city centers.

Perhaps a more revealing picture may be seen by examining the counties of which three populous cities, Goldsboro, Kinston and Wilson, are the centers. For the same period of the last twenty years the city of Goldsboro has increased in population by 50 per cent, whereas the county of Wayne increased only 18 per cent. Kinston increased by 23 per cent, but its corresponding county actually decreased 2 per cent.

The Kinston Chamber of Commerce estimated that the metropolitan area of Kinston at the present time has reached a population figure of 23,000. This has been due to recent industrialization of the area. If the present rate continues, Kinston's figure will rise well over 30,000 in the next twenty years. Wilson and Goldsboro, based on present rates of increase, will also rise over that figure.

Industry and Commerce.

The county rural sections are agricultural in the main, but there are a few industries scattered throughout the area, especially lumbering and cotton ginning. Although by far the chief industry of this area is the tobacco market and its accompanying activities, the big three, Goldsboro, Kinston and Wilson, have made tremendous strides in diversified manufacturing.

Goldsboro's main activities include furniture manufacturing and other wood industries, tobacco drying, steel construction, lumbering, laundering, manufacture of fertilizers, grains, oils, fats, foods, machines and metal products, and textiles.

Kinston lists a total of 28 different articles manufactured in its 60 or more industries exclusive of the huge DuPont nylon plant now being constructed in the vicinity.

Wilson has 36 items on its list of manufactured products, the output of its

43 manufacturing plants. Wilson's manufacturing value is estimated to be over seven million dollars.

In the wholesale trades Wilson ranks only two million dollars behind fifth place, Durham, in the State, with a total value of almost \$112,000,000. Comparatively, Goldsboro and Kinston appear much lower, both in the under 26 million dollar category.

In the retail trades Goldsboro's total volume of \$30,000,000 was second only to Rocky Mount's in the eastern part of North Carolina, whereas Wilson and Kinston followed closely with figures almost reaching 27 and 25 million dollars respectively.

Employment.

Kinston provided a breakdown of its employment into actual figures as of September 1, 1951. A total of 11,400 persons was employed with 60 per cent in the manufacturing labor force and the rest in non-manufacturing.

Wilson showed that 53 per cent of its employed persons are in trade, 28 per cent in tobacco manufacturing, and the remaining 19 per cent are distributed fairly even among construction, service, transportation and communication, finance, real estate and insurance. Out of every 100 male workers, 17.5 are operatives, 16.1 are clerical and sales workers, 15.3 are proprietors and managers, and 15.1 are craftsmen. Among the female workers, 38.4 are in domestic service, 17.6 are in professional work, and 11.4 are in service work.

Goldsboro's Chamber of Commerce was without a secretary, and such figures were not available, but the survey team visited 17 industries employing approximately 2000 persons. Approximately 50 per cent were white, among which the most predominant types of employment were production line precision workers, mechanics and machine operatives, clerical workers, superintendents and foremen, and unskilled laborers. The remaining included such workmen as salesmen, semi-skilled and skilled laborers, foundry workers, engineers, draftsmen and welders. One company employs fifteen women welders.

The seasonal employment peak for all sections was during the months from August to November when tobacco marketing and processing is in progress.

Interview Sampling.

As previously explained in the procedure, the field workers made an attempt to contact as many individuals in the area as was possible under the limits of time. In addition to the visits made to the schools, the three field workers interviewed approximately 150 business men, service workers, executives, housewives, laborers, and "just plain citizens."

Each desire or need expressed by the interviewee was recorded. Eventually all items duplicated were tabulated. Although the whole process was a random sampling rather than a definitive survey, significant evidence appeared. The expressed needs or desires appear under five headings, and only the more frequently mentioned are shown. These needs are listed below in rank order of frequency of mention.

Manufacture And Other Industries

1. Good bookkeepers and stenographers.
2. Specialized courses for specific trades and industrial operations.
3. Courses for foremen and other supervisory personnel and salesmen especially in human relations.
4. Plant management and personnel management programs.

Wholesale And Retail Trades

1. Extended services of academic nature for those who wish to work and study.
2. Upgrading courses for bookkeepers and stenographers.
3. Courses to train secretaries to prepare advertising and publicity materials especially for small businesses.
4. Training for all sales personnel in better sales methods and human relationships.
5. Training in merchandising and purchasing.

Agriculture

1. Practical courses applicable to local farm needs.
2. Farm mechanical training including maintenance of farm machinery with shops available for cooperative programs and repair.
3. Academic program beyond high school in own community.
4. Specialized training for farm management including farm bookkeeping, taxation, law, etc.

Public Services

1. Two-year college academic training at home.
2. Courses to train x-ray technicians, nurse's aides, police and firemen as well as extension work for such occupations.
3. General psychological and perhaps psychiatric services for guidance, testing, and counseling.
4. Courses for hotel managers and employees, food handlers, dietitians, general tourist and commuter service employees.
5. Surveys of community needs.

Avocational Or Cultural

Co-ordinating center for social, political and cultural activities such as:

- a. Center for community concerts, lectures, forums, and the like.
- b. Focal point for historical collection and research center.
- c. Arts and crafts for adult avocational recreation including programs for aged and retired.

Military Situation.

The Kinston area has, at the present time, a government air field for the training of air cadets. Goldsboro contemplates the reactivation of the Seymour-Johnson Air Field for training purposes. With the coming of personnel to the Seymour-Johnson Air Field, many additional educational needs will emerge which could be met by a community college.

From the Selective Service Office, it was learned that approximately 800 men had been inducted in Wayne County since the beginning of the Korean conflict; a rate of 400 per year. These include both Negro and white. A few of these have returned and have applied for G. I. training at the Veterans Administration offices. In Lenoir County 686 men have been inducted of which 60 per cent were estimated by the local board to be white. Thirty-two servicemen had returned by May 19, 1952 and had sought G. I. training.

It is believed that similar conditions exist in Wilson County, but actual figures were not available.

Tax Structure.

The following are examples of tax structure in 1952. In Wilson County the

tax figure is \$1.45 per \$100.00 valuation assessed at 40 per cent actual value; whereas in the city of Wilson the tax is \$1.25 per \$100.00 assessed at 40 per cent actual value. Thus the total municipal tax within city boundaries is \$2.70 per \$100.00 assessed valuation.

In Kinston the figure is a little higher. The city tax amounts to \$1.25 plus twenty-one cents for the Kinston school district, and the county tax is set at \$1.56 or a total of \$3.02 for the municipal residents.

Institutions.

Among the organizations or institutions found normally in communities of 20,000 inhabitants, this tri-county area is somewhat unusual in that a number of private and State supported institutions are situated here. At Goldsboro there is a health center serving three counties and a State hospital for the Negro mentally defective. In Kinston are found the Caswell Training School for juvenile mentally defectives, a church affiliated orphanage, and Dobbs Farm, a State correctional institution for Negro women. Wilson is the home of eight federal government offices, including a federal district court, a county tuberculosis sanatorium of 40 beds, a State tuberculosis sanatorium of 400 beds, and a four-year denominational college.

APPENDIX A

COMMUNITY COLLEGE SURVEY

This questionnaire is designed to see what interest you as a student may have in a local community college. To understand the meaning of a community college a definition is presented underneath. Please fill in the blanks that may pertain to you.

DEFINITION: Briefly defined the community college is a two-year college offering the first two years of general college work found in four-year colleges or shorter terms of work leading to a proficiency in some vocation.

A. GENERAL INFORMATION.

Name..... Age..... Sex..... Grade.....

School..... County.....

What is your father's occupation?.....

What is your mother's occupation?.....

B. VOCATIONAL AND PROFESSIONAL COURSES.

Choose two vocations or professions in which you are deeply interested. Mark the numeral 1 for your first preference and 2 for your second preference. If your choice does not appear please write it in the space provided at the end of the list.

- | | |
|---|---|
| 1. Managing a small business | 26. Beauty operator |
| 2. Retailing | 27. Barber |
| 3. Advertising | 28. Newspaper reporting |
| 4. Salesmanship | 29. Landscaping |
| 5. Bookkeeping and Accounting | 30. Photographer |
| 6. Secretarial | 31. Cafe manager |
| 7. Ceramics | 32. Hotel manager |
| 8. Engine mechanics (gasoline, airplane, diesel) | 33. Dairy farming |
| 9. Commercial art (advertising) | 34. Large scale single crop farming |
| 10. Building trades and construction (home buildings, etc.) | 35. Large scale general farming |
| 11. Carpentry | 36. Livestock farming |
| 12. Masonry | 37. Printer and linotype |
| 13. Plumbing | 38. Watchmaker |
| 14. Painting | 39. X-ray operator |
| 15. Plastering | 40. Architecture |
| 16. Sheet metal manufacturing | 41. Arts and sciences |
| 17. Welding and forging | 42. Business administration |
| 18. Homemaking | 43. Dentistry |
| 19. Drafting | 44. Medicine |
| 20. Electrical technician | 45. Pharmacy |
| 21. Architectural drafting | 46. Ministry |
| 22. Radio-television technician | 47. Teaching |
| 23. Radio announcing, management | 48. Engineering |
| 24. Laboratory technician | 49. Journalism |
| 25. Nurse's aide | 50. Home economics |
| | 51. Law |
| | 52. |
| | 53. |

C. IF YOU PLAN TO CONTINUE YOUR EDUCATION BEYOND HIGH SCHOOL PLEASE ANSWER THE FOLLOWING QUESTIONS:

1. Check the type of school you plan to attend—College.....
Teachers College..... Junior College..... Business School.....
Trade School..... If other, please designate
2. If you have already chosen your future school please name it.
.....
3. For what profession or vocation do you plan to prepare?
.....
4. If there were a two-year community college near your home would you attend it rather than your choice above? Yes..... No.....
Why or why not?

D. IF YOU PLAN NOT TO CONTINUE YOUR EDUCATION BEYOND HIGH SCHOOL PLEASE ANSWER THE FOLLOWING QUESTIONS:

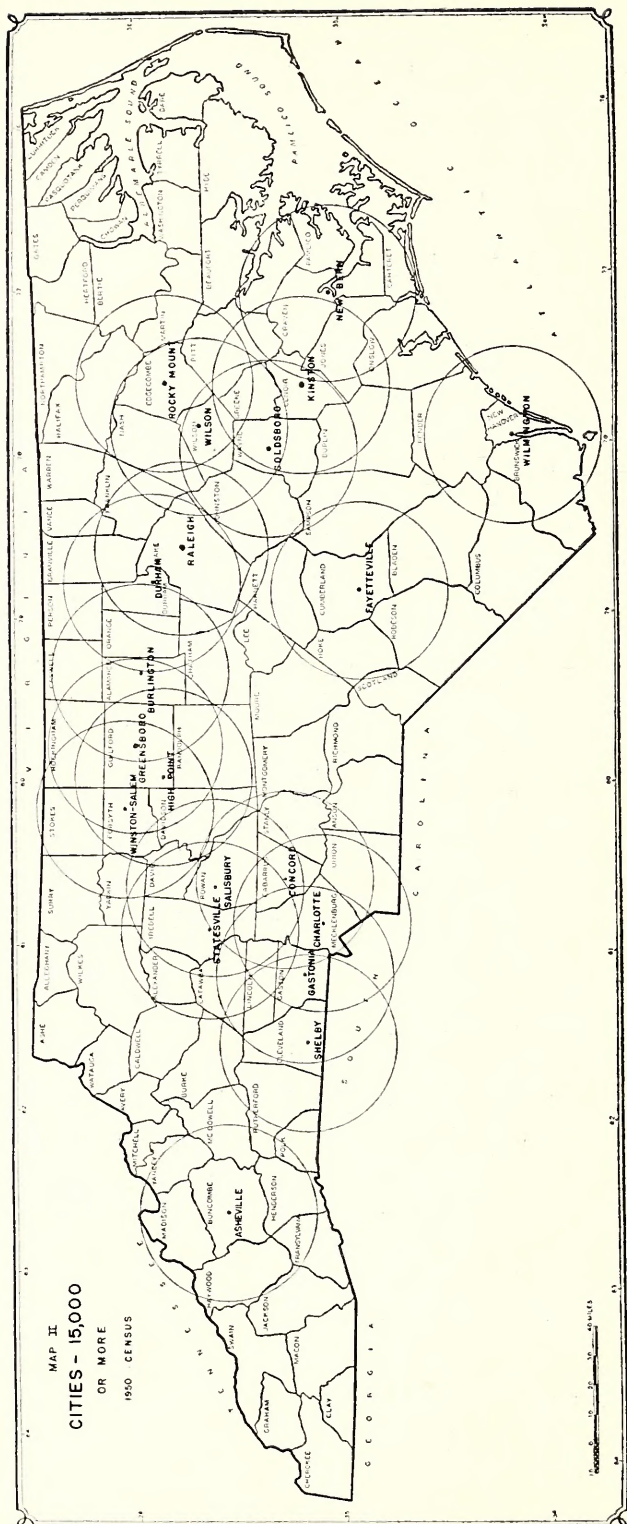
1. Why do you plan *not* to get any further education preparation?
.....
2. If there were a two-year community college in or near your community would it change your plans? Yes..... No.....
Why or why not?

MAP 1

1950 CENSUS

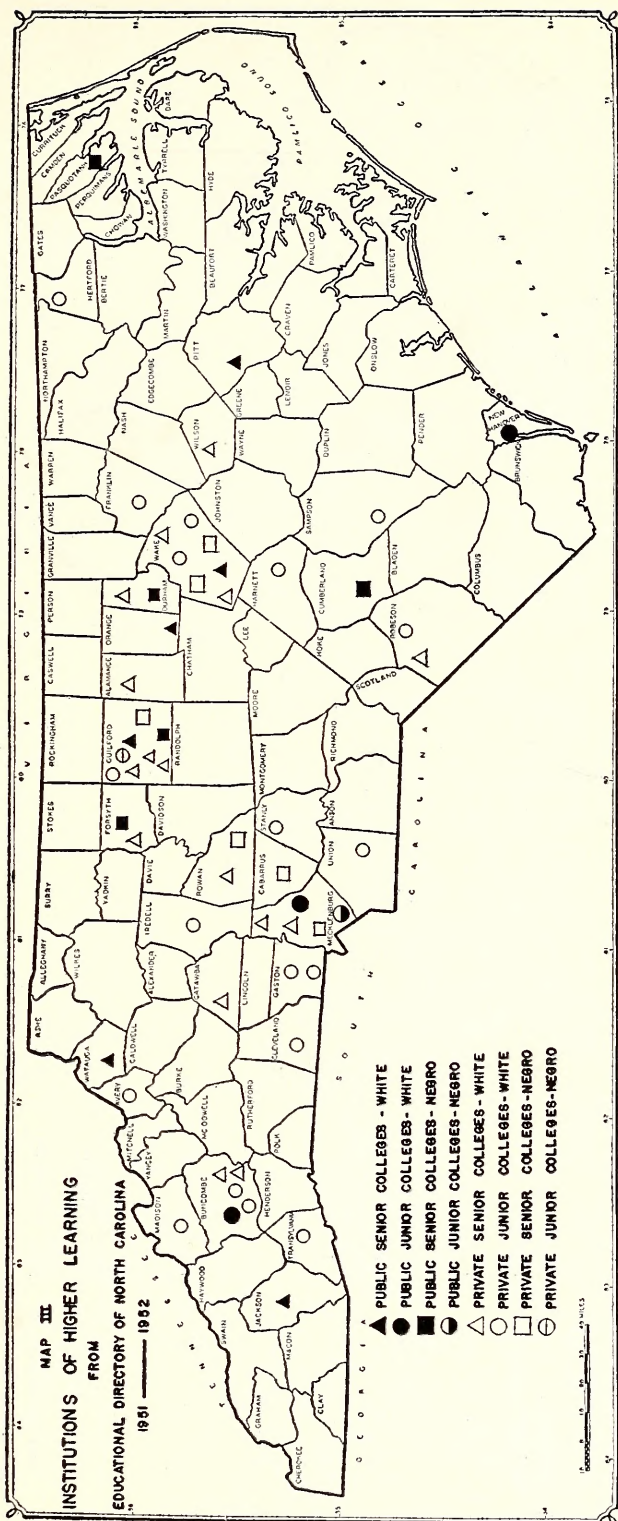


MAP II
CITIES - 15,000
OR MORE
1950 CENSUS

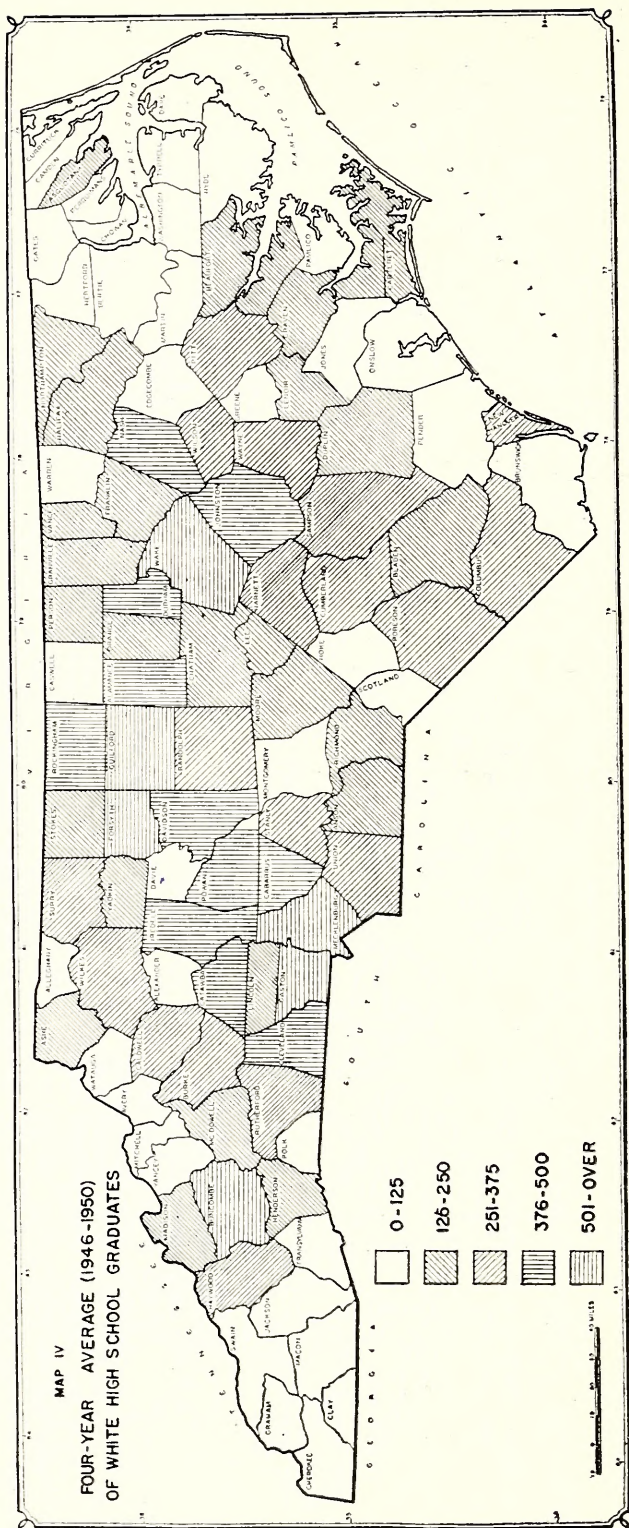
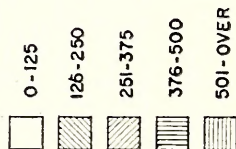


MAP III
INSTITUTIONS OF HIGHER LEARNING
FROM

EDUCATIONAL DIRECTORY OF NORTH CAROLINA
1951 — 1952



MAP IV
FOUR-YEAR AVERAGE (1946-1950)
OF WHITE HIGH SCHOOL GRADUATES



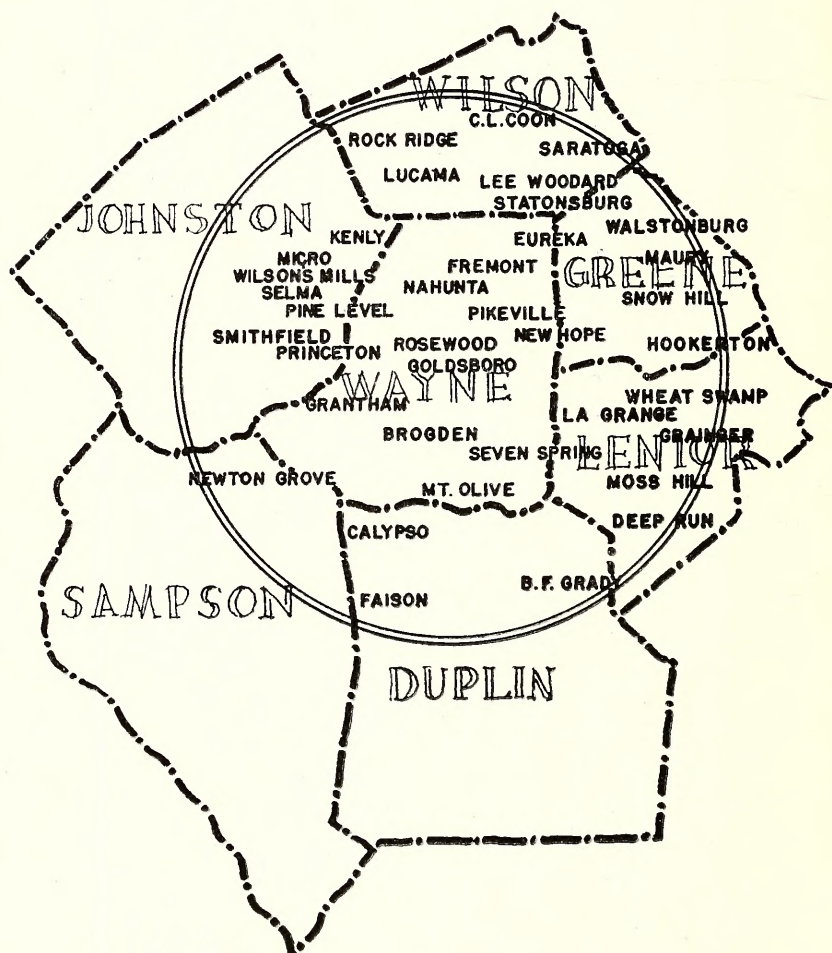
MAP V

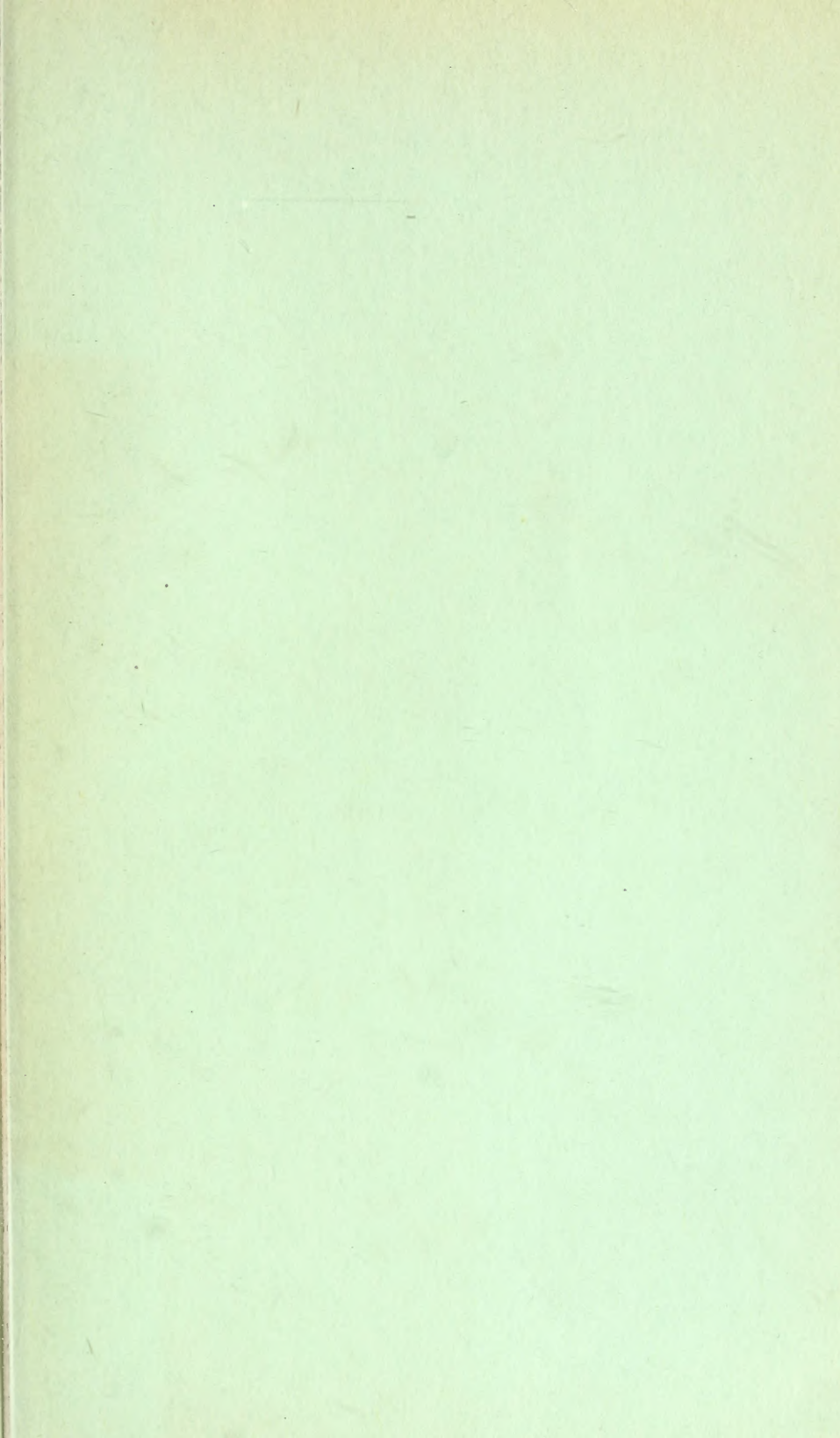


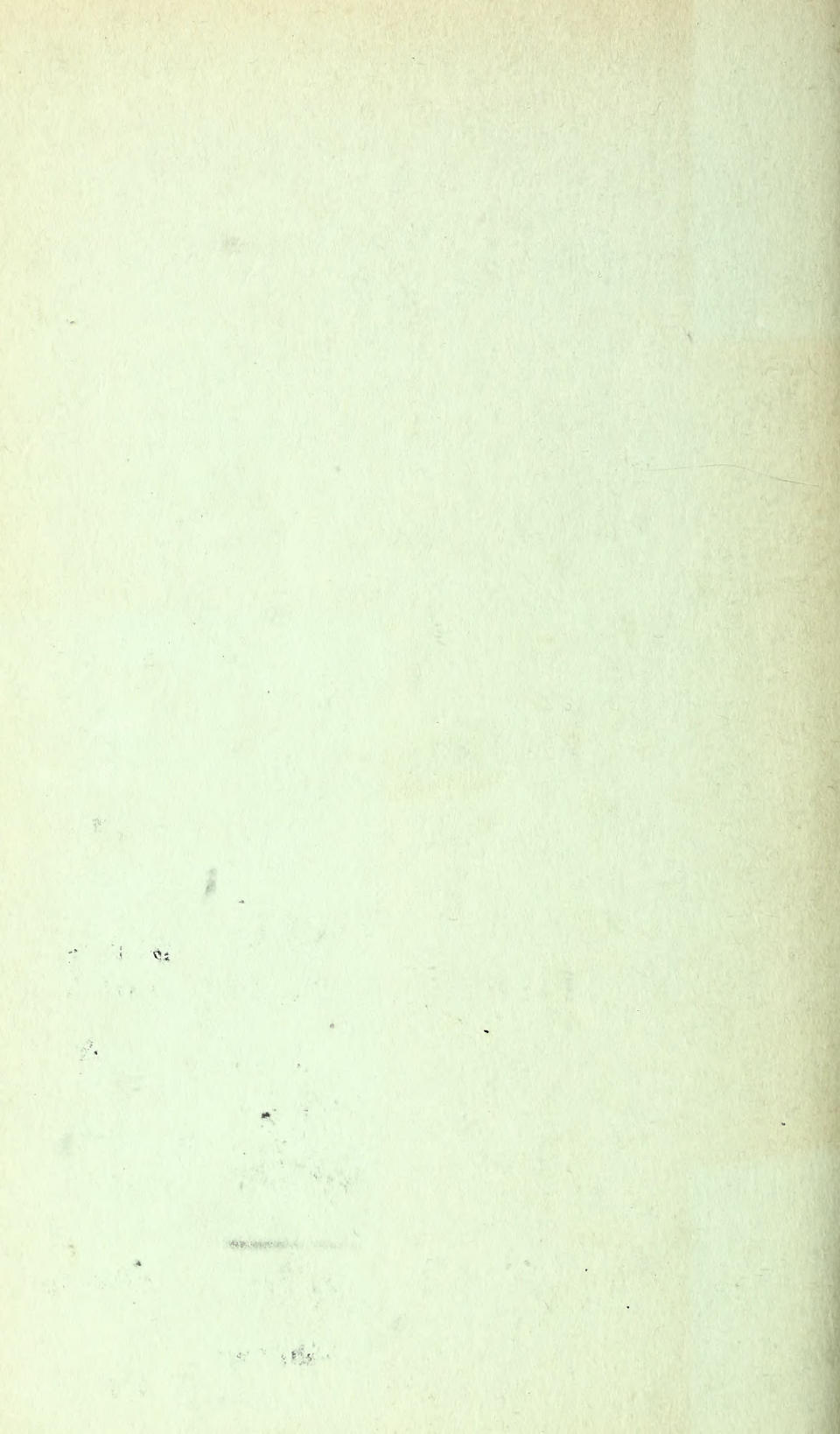
MAP VI

HIGH SCHOOL (WHITE)

WITHIN 25 MILES OF GOLDSBORO







UNIVERSITY OF N.C. AT CHAPEL HILL



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